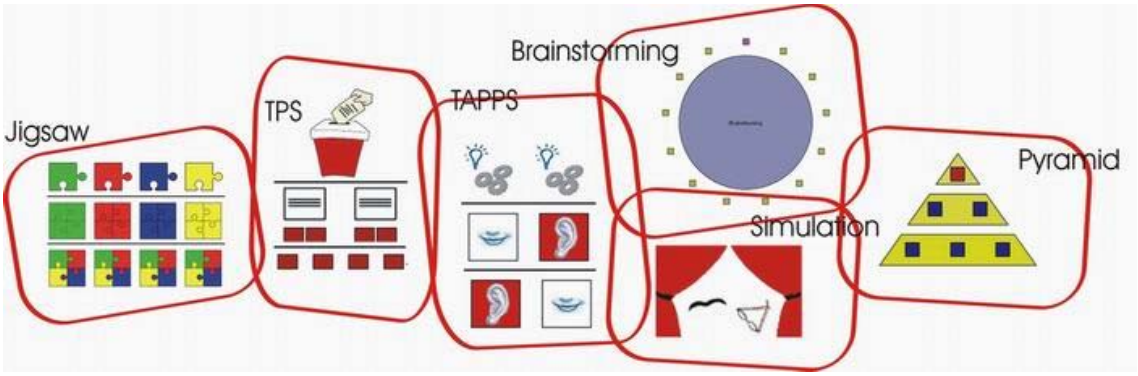
(COLLABORATIVE LEARNING DESIGN EDITOR)

USER MANUAL

(IT INCLUDES A WORKSHEET AND A QUESTIONNAIRE)



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(This manual is available in http://gsic.tel.uva.es/collage)

http://gsic.tel.uva.es

Please, if you use Collage, fill the feedback **questionnaire** included in this manual and send it to davher@tel.uva.es. Any other comments, suggestions or questions are also welcome.

All the data which you provide will be kept strictly private, and used solely to evaluate and improve Collage.

We estimate that you can complete the questionnaire in less than 10 minutes.

Thank you in advance for your collaboration.

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1 About Collage

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2 Generic Description

Collage (COLaborative learning DesiGn Editor) is a high-level specialized Learning Design authoring tool for collaborative learning[1]. It is based on Reload[2] 2.0 and is IMS Learning Design[3] (IMS-LD) level A compliant.

Collage helps users in the process of creating their own (collaborative) Learning Designs by starting from existing patterns. These patterns are called CLFPs (Collaborative Learning Flow Patterns) and represent broadly accepted techniques that are repetitively used by collaborative learning practitioners when structuring the flow of types of learning activities involved in collaborative learning situations. That is, Collage enables an easy edition of potential effective IMS-LD Units of Learning by reusing and customizing best practices in collaborative learning structuring according to the requirements and conditions of a particular learning scenario.

3 Installation

To run Collage you should have a PC with at least the following specification: Intel Pentium 3 (or equivalent) Processor, 800Mhz, 256 Mb RAM, Microsoft Windows 95, 98, Me Windwos NT4.0, Windows 2000 or Windows XP.

To install Collage, download the install file from http://gsic.tel.uva.es/collage.

If you already have Java installed you can use the version of the editor without Java (Java version 1.4.2 or later is needed.) (**collage_setup.exe**). If you do not have Java installed or if you are not sure, download the version with Java included (**collage_setup_jre.exe**). If you have problems, install Java manually and execute collage_setup.exe.

4 User Manual

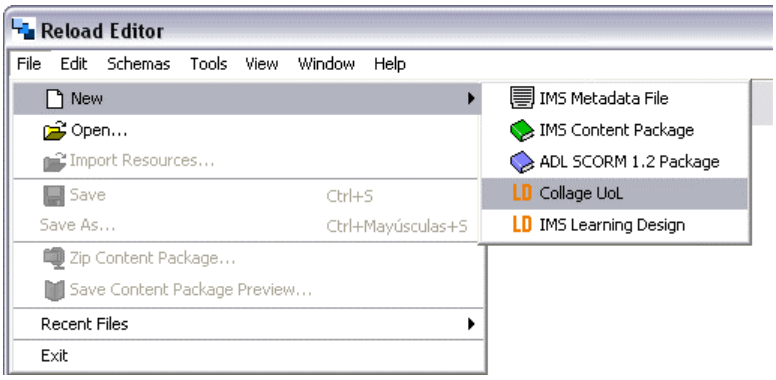
4.1 Basic File Functions of Reload

Some functions are common to all the editors integrated in Reload. This section covers those related to file management.

4.1.1 Creating a new Learning Design

To create a new Learning Design choose the file item **File | New >**. This will bring up another menu, through which you can choose the kind of document you want. In order to create a Learning Design with Collage, select **Collage UoL**.

[1] Hernández Leo, D., Asensio Pérez, J.I., Dimitriadis, Y., Bote Lorenzo, M.L., Jorrín Abellán, I.M., Villasclaras Fernández, E.D. Reusing IMS-LD Formalized Best Practices in Collaborative Learning Structuring, Advanced Technology for Learning 2(3), October 2005. (In press)
[2] RELOAD, Reusable eLEarning Object Authoring & Delivery project website, http://www.reload.ac.uk/
[3] IMS Learning Design v1.0 Final Specification, http://www.imsglobal.org/learningdesign

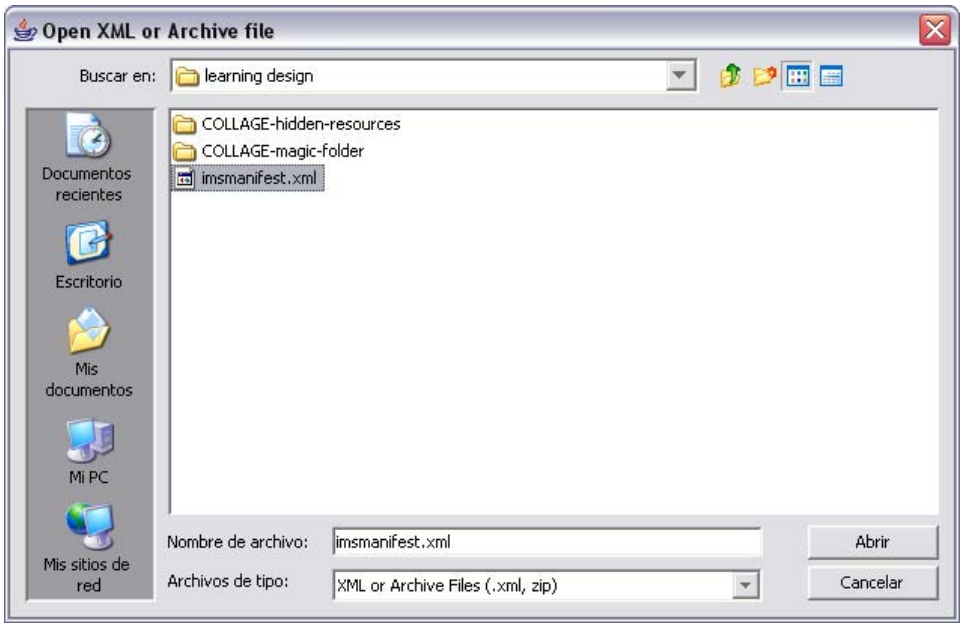


You will be asked the location of the new Learning Design. It must be a folder that does not contain a manifest already. After that, you need to choose the CLFP that will shape the basic structure of the Learning Design. The selection of CLFPs is explained in section 4.2.

Once you have chosen a CLFP, the Learning Design will be created, and the Collage editor window will be opened.

4.1.2 Opening a Learning Design

You can open a previously saved Learning Design by choosing the menu item **File | Open**. You will be presented a file chooser dialogue box that allows the user to find the Learning Design of his choice:



Please note that there are tow file types you can open:

- **xml** files: these are manifests; the typical name for a manifest file is **imsmanifest.xml**.
- **zip** files: these are zipped content packages, that must contain a manifest. When a zip file is chosen, RELOAD will ask you for a path to extract its content, so you can edit it.

Since there are several editors integrated in RELOAD, it will decide automatically which one must be used to open a saved document. As a rule, it will choose the same editor that was used

to create the document. Therefore, Learning Designs created with Collage will be opened by Collage.

4.1.3 Saving a Learning Design

Once you have finished editing a Learning Design you can save its information so you can reopen it later. To do this, simply chose the menu item **File | Save**. This menu item may be disabled however: this would mean that there is no need to save the current Learning Design because it has not been modified.

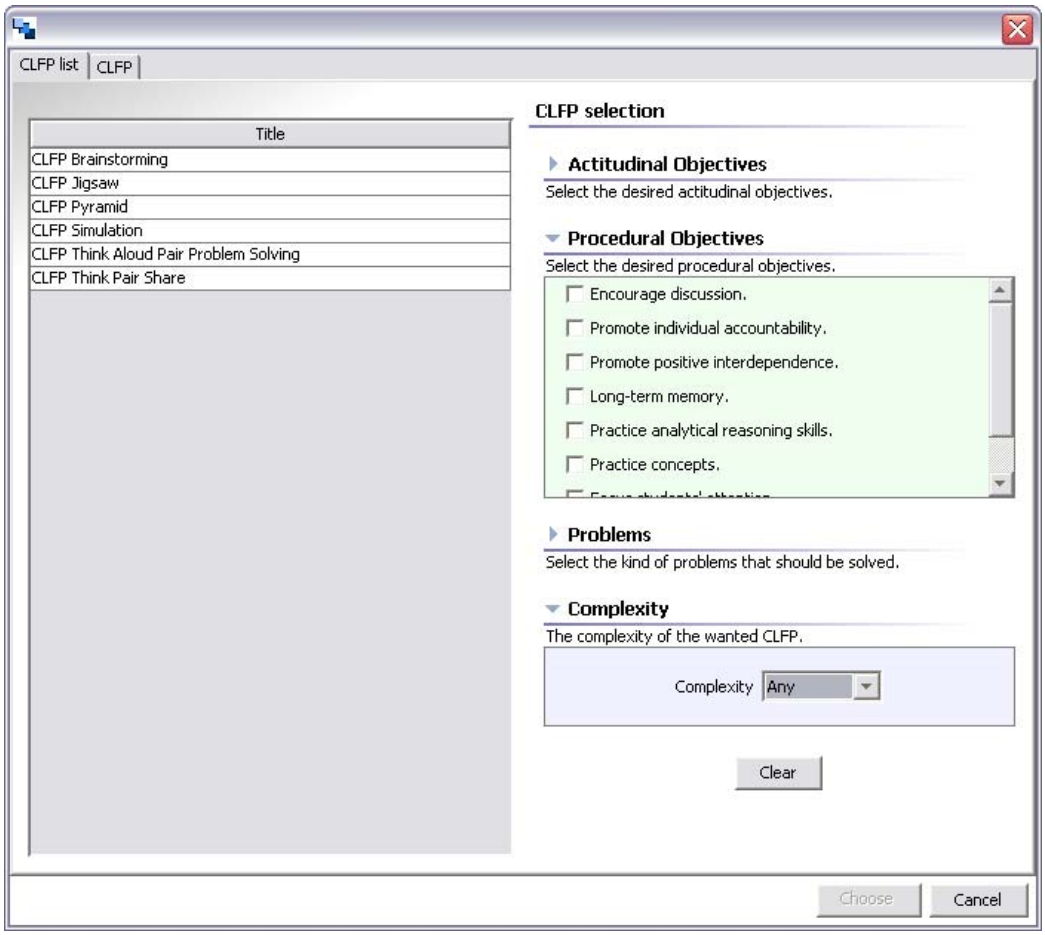
4.1.4 Zipping Content Package

An effective way to distribute a Learning Design is to zip it in a single file. You can do this by choosing the menu item **File | Zip Content Package...** You will be prompted to select the file name for the package.

In this file will be included not only the manifest, but also any other file that you have imported to the Learning Design. IMS-LD players accept these packages as input.

4.2 Selection of CLFPs

The first step in creating a new Learning Design is to choose a CLFP that will serve as the base structure. Collage will look for available CLFPs and let you choose one of them in the **CLFP list window**:

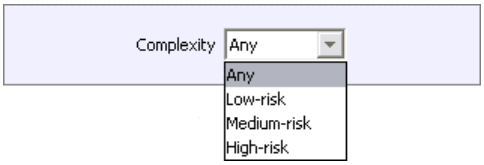


On the left side of the window you see the list of available CLFPs. You can select some parameters to narrow the list. There are three categories of selectable items:

- Attitudinal Objectives
- Procedural Objectives
- Problems

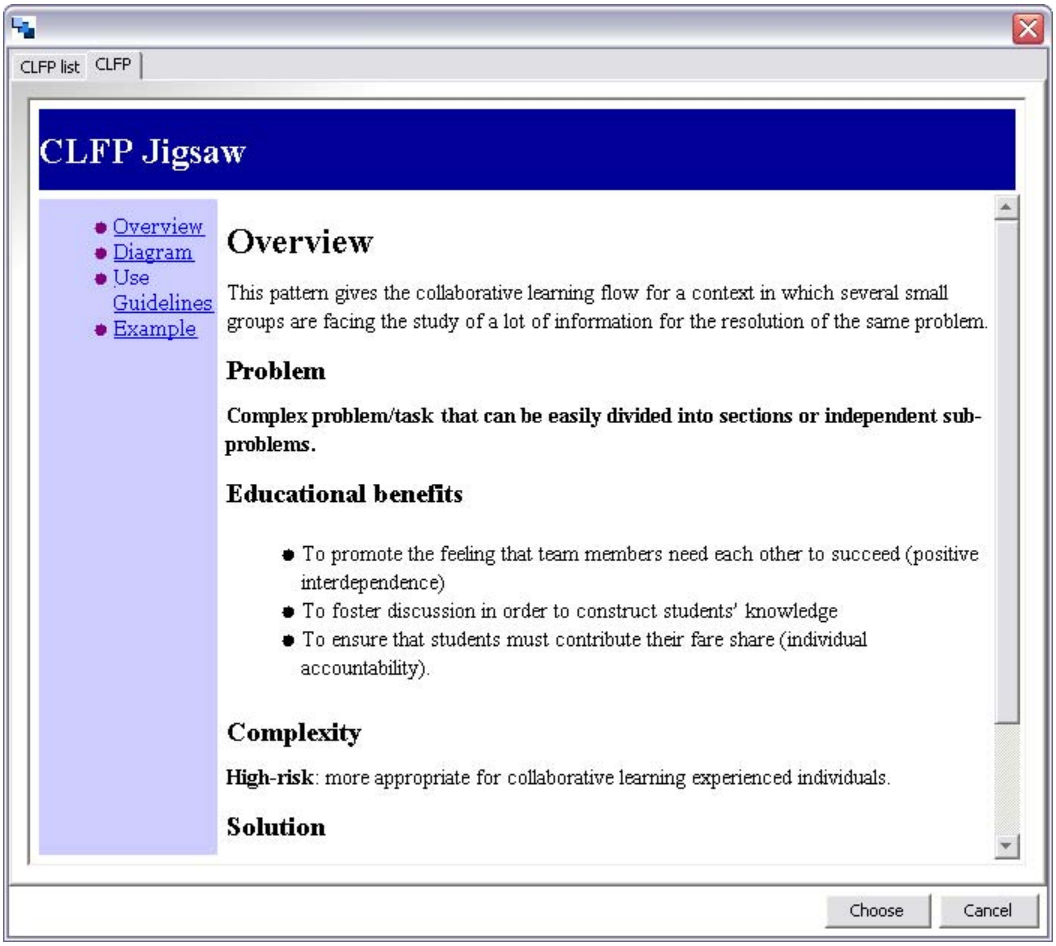
Once you selected any items, only the CLFPs that have the checked objectives or aim to solve the selected problems will appear on the list.

The fourth property is the complexity of the CLFP. There are three possible options, and a fourth: **any,** if this parameter should not be taken into account:



The **Clear** button will uncheck any selected attribute, so that the original list will show up again.

If you select any CLFP from the list, the **CLFP help window** will be displayed:


CLFP list
CLFP
CLFP Jigsaw
Overview
Diagram
Use Guidelines
Example
Overview
This pattern gives the collaborative learning flow for a context in which several small groups are facing the study of a lot of information for the resolution of the same problem.
Problem
Complex problem/task that can be easily divided into sections or independent sub-problems.
Educational benefits
To promote the feeling that team members need each other to succeed (positive interdependence)
To foster discussion in order to construct students' knowledge
To ensure that students must contribute their fare share (individual accountability).
Complexity
High-risk: more appropriate for collaborative learning experienced individuals.
Solution
Choose
Cancel

This window shows the help of the selected CLFP. Here you can see a description of the pattern, the activity flow, some advice about using it and an example of a Learning Design created with this CLFP.

This help will also be available later, after you have created a Learning Design that contains the CLFP.

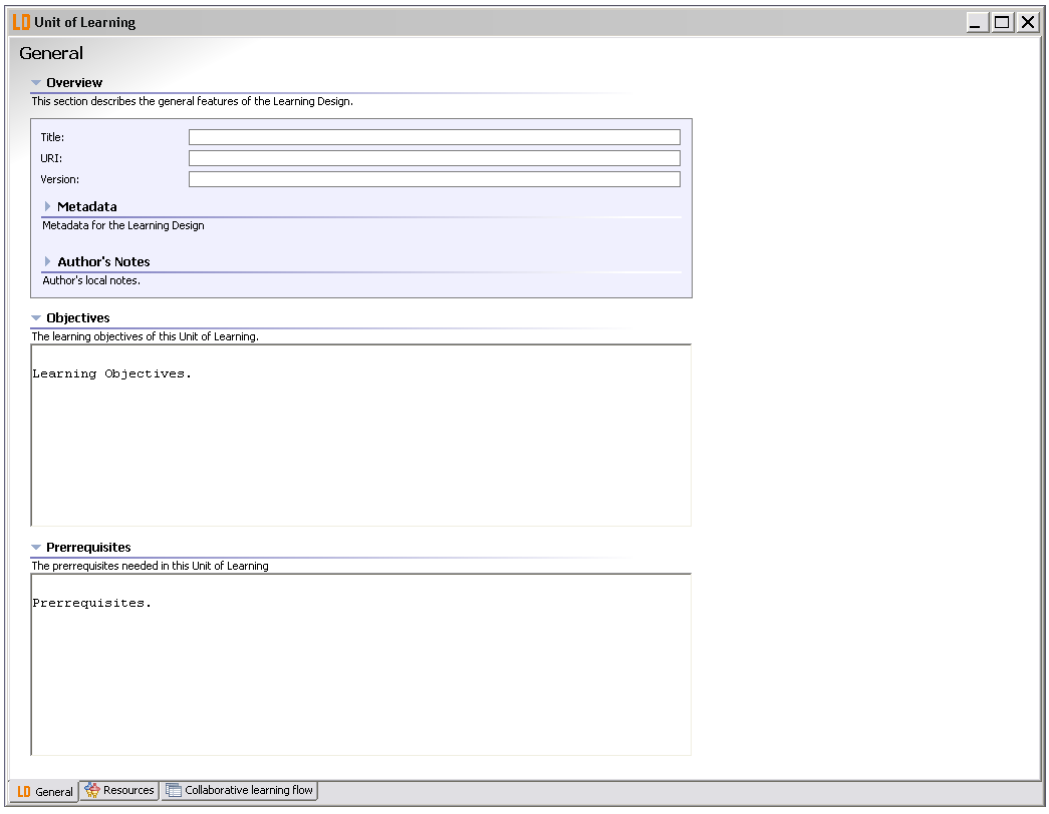
Clicking on the **Choose** button will init the creation of a Learning Design based on the selected CLFP. Then, the Collage Editor will be opened.

4.3 Editor window

The editor is divided in three tabs; each one allows the user to edit a particular aspect of the Learning Design.

4.3.1 General Tab

In this window you can edit the general aspects of the Learning Design. There are three sections:



- **Overview**. This includes:
  - **Title**: a short name given to the Learning Design.
  - **URI**: a **U**niform **R**esource **I**dentifier. This element should be a unique identifier, as it can be used to identify and distinguish LDs. An example of URI: http://gsic.uva.es/my_learning_design
  - **Version**: The version of the Learning Design.
  - **Metadata**: Metadata for this Learning Design.

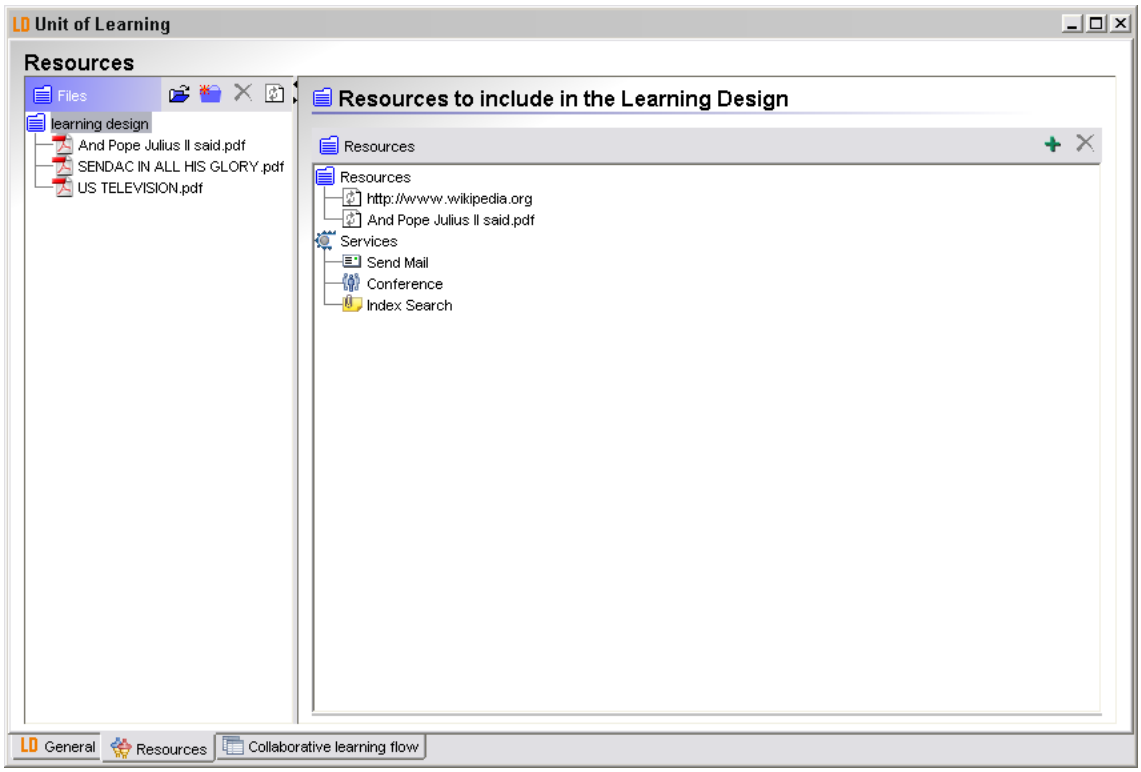
- **Objectives**: The learning objectives describe the intended outcome for learners. You can edit the objectives of the Learning Design in this window.

- **Prerrequisites**: The entry-requirements for students, e.g. the pre-knowledge needed. You can edit the objectives of the Learning Design in this window.

4.3.2 Resources Tab

Activities will usually include learning resources, e. g. documents or URLs of relevant web sites. Also, services or tools that allow participants to collaborate may be used.

In this window you can create and edit resources and services; then you will be able to associate them to activities, so that they are available later when running the Learning Design.



The window is split in two parts. The left panel is a **file browser**. It shows the files included in the Learning Design. When the Learning Design is zipped (see section 4.1.4) the files that appear here are added to the package.

On top of the file tree there are four buttons:

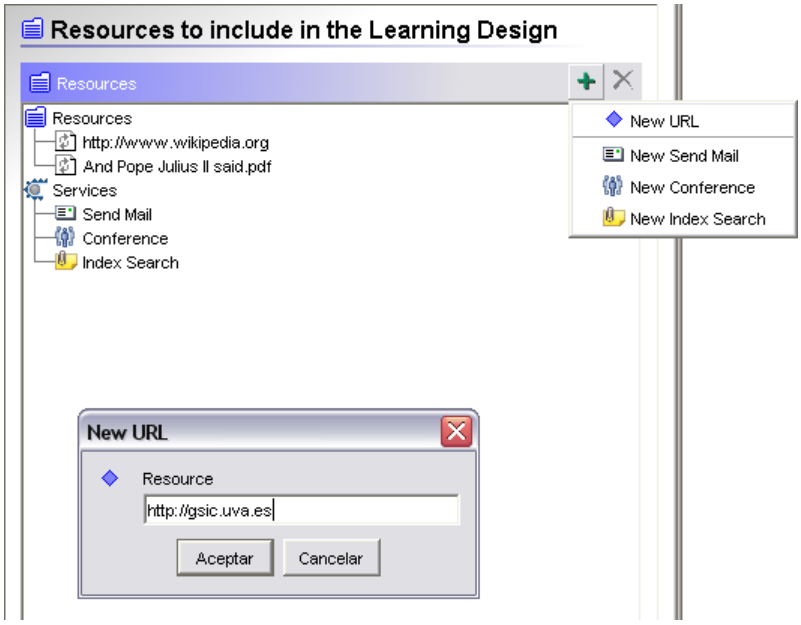
- **Import resources…** This lets you add files to the package. After the files are imported, you can create resources that contain those files.
- **New Folder…** To create a new folder in the Learning Design folder.
- **Delete resources…** To deletes the file.
- **Refresh**. Rebuilds the file tree; useful in case that you add or delete files in the Learning Design folder with another tool, e. g., a file browser.

The right panel is the list of resources and services. Here you can create, edit or delete resources and services.

4.3.2.1 Creating resources and services:

Resources can be created in two ways:

- To create a resource that points to a specific file included in the package, just drag the file from the file browser to the right side panel.
- To create a resources that points to a document not included in the package (typically an URL), click on the **Add** button and choose new URL:

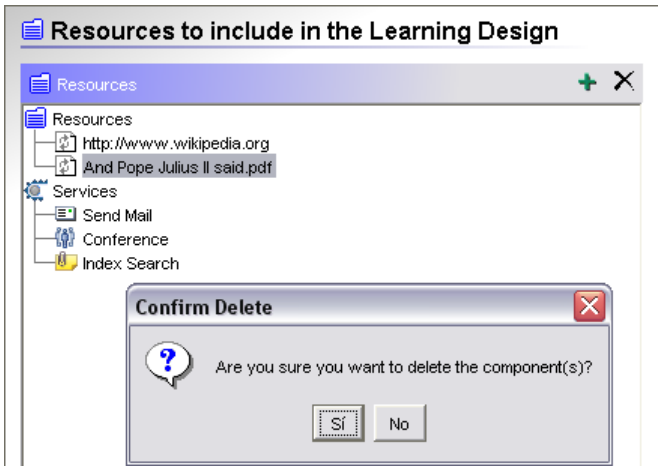


New **services** can be added through the same menu. IMS-LD (level A) defines three basic services:

- **Send mail**: This service is used to send mail to users in roles.
- **Conference**: A service that allows communication between the participants of the Learning Design. For instance, it could be a chat, a forum, etc...
- **Index-search**: An index and/or search service facility.

4.3.2.2 Deleting resources and services

To delete a service or resource, select it from the tree and click on the **Delete** button.



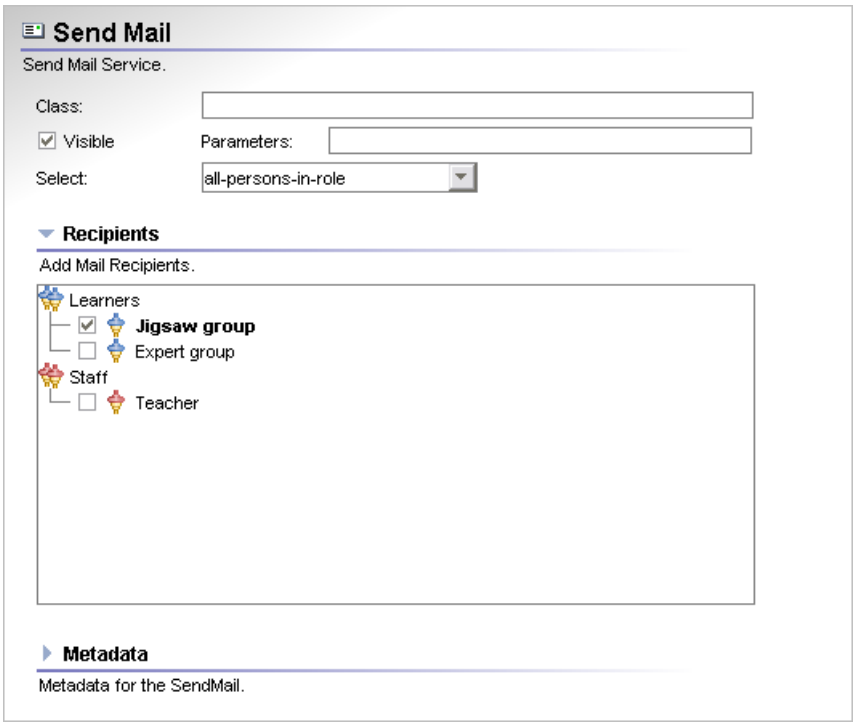
4.3.2.3 Editing sources and services

To edit a service or resource, simply select it from the tree. A panel will appear on the bottom of the window. The panel allows the user to edit the properties of the item, depending on its type.

- **Resources**

You can change the location of the resources after you create it. However, while this is useful to edit URLs, it is not recommendable to manually change the location of a resources pointing to a file: the tool will not check whether the new reference actually exists.

- **Send Mail service**

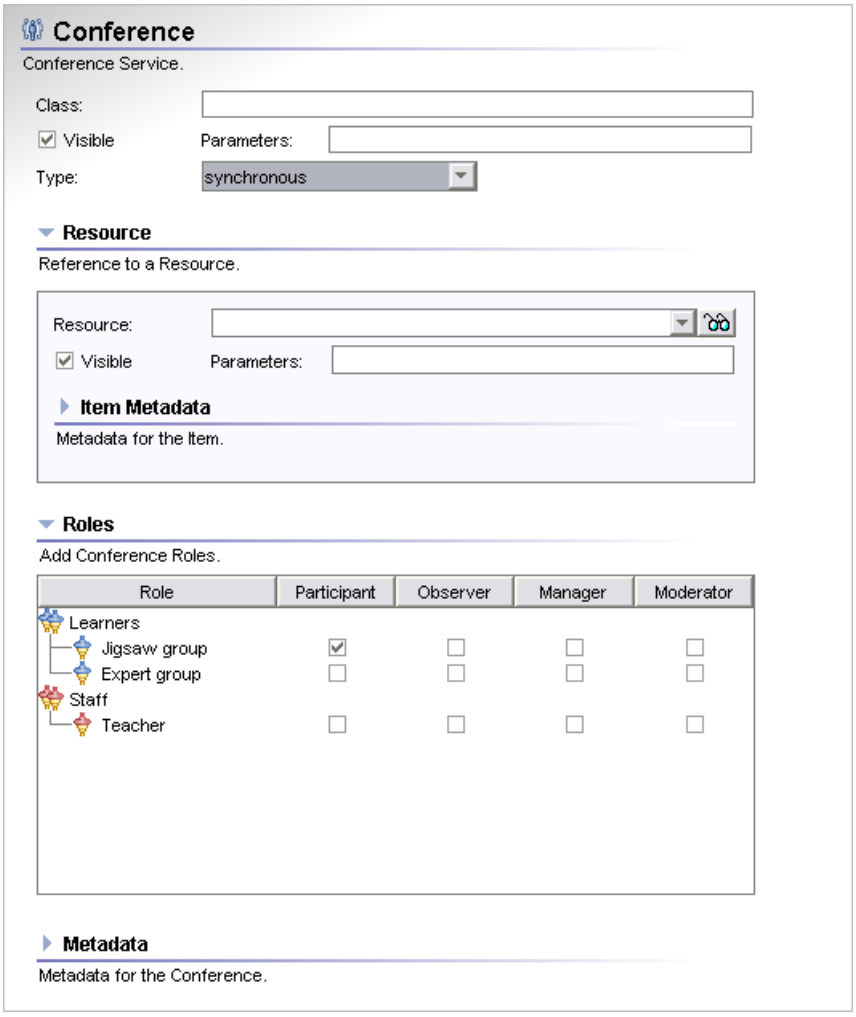


The **Class** is the class name or set of class names of the service. **Visible** determines whether the service is initially visible. **Parameters** are the parameters to be passed during runtime.

Select can be either ***all-persons-in-role*** (messages are sent to all persons in the role) or ***persons-in-role*** (the user can select one or more individuals within the specified role to send the message to).

Recipients the roles whose individuals will receive the mails sent with this service. You can check the desires roles in the tree panel.

- **Conference service**



The **Class** is the class name or set of class names of the service. **Visible** determines whether the service is initially visible. **Parameters** are the parameters to be passed during runtime.

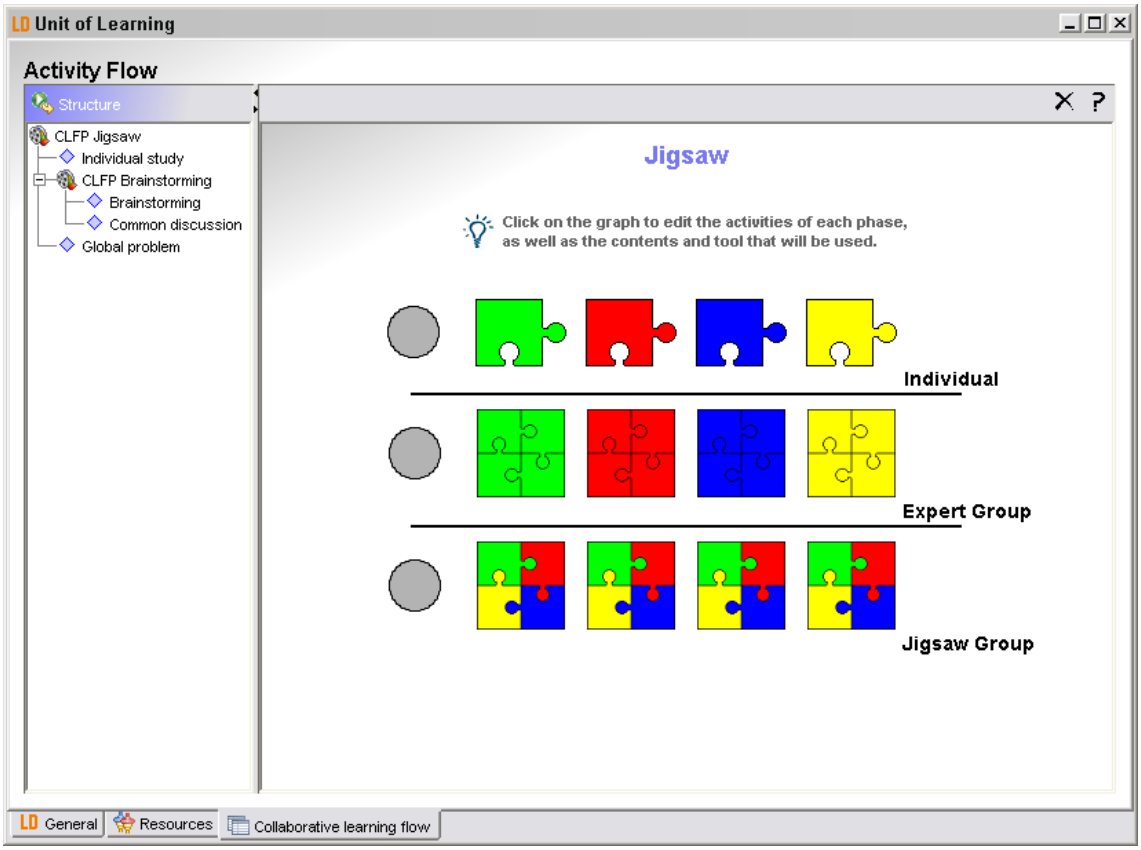
Type can be *synchronous* (chats, video conferences, etc...), *asynchronous* (newsgroups, forums...) or *announcement* (one to many asynchronous conferences).

Resource contains a reference to a resource. Clicking on it will show a list of the available resources. This will be typically a URL.

The **Roles** panel determines the function of each participant role in the conference.

4.3.3 Collaborative Learning Flow Tab

In this window you can see and edit the learning flow of the design. As it was described in section 2, Learning Designs created with Collage will be based on a CLFP. However, in some cases it would be interesting to structure a phase of a CLFP according to another CLFP. Collage includes this functionality of combining CLFPs. This way several CLFPs will exist in a single Learning Design, some of them being part of others.



4.3.3.1 The Structure Tree

The window is split in two parts. On the left side is the **Structure Tree**. It shows the hierarchic structure of CLFPs that have been used to construct the Learning Design.

In the figure, we see that the Learning Design is based on the *Jigsaw CLFP*. This has three acts; however, the second act (the *Expert Group* phase) has already been replaced with another CLFP: the *Brainstorming CLFP*.

The structure tree allows the user to activate any CLFP so that it can be edited. Just click on the CLFP itself or any of its acts, and the graph associated with it will be shown in the right panel.

4.3.3.2 The Graph panel

On the right side a graph represents the learning flow corresponding to the active CLFP. The representation varies with the CLFP. These representations are usually symbolic: they just depict the activity flow, but don't specify details such as the number of students or groups that would participate in a run.

On top of the panel there are two buttons:

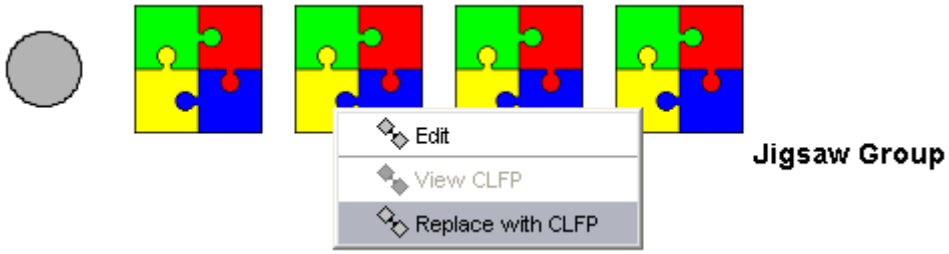
- **Delete section**: This would delete a specific section within a CLFP. Not implemented yet.
- **Help**: Brings up a window with the active CLFP specific help, the same that is found in the **CLFP Selector** window.

There are several functions that all CLFPs support:

- **Editing a component**: Elements on the graph are associated with components of the Learning Design, e. g. roles or activities. Clicking on an element will bring up a dialogue window in which the user can edit the corresponding component. To learn about these windows, please refer to section 4.3.3.3.

- **Activating a CLFP**: When a phase has been replaced with a CLFP, clicking on any element of that phase will activate the child CLFP, just like selecting it in the Structure Tree.

- **Replacing a phase with a CLFP**: This is done through a menu that will pop up after right-clicking on any element of a phase.



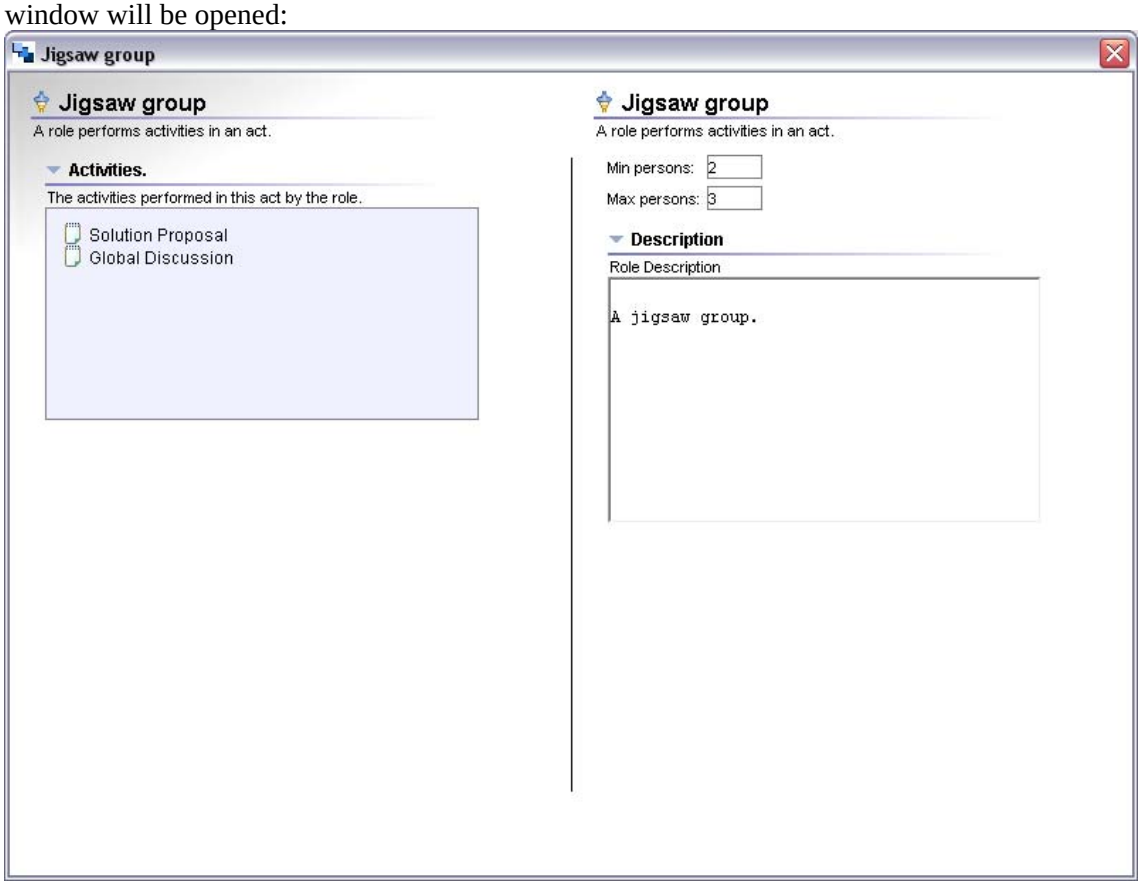
After selecting **Replace with CLFP** the CLFP Selection window will appear (see section 4.2). Selecting a new CLFP will finish the operation.

Please note that not all phases can be replaced with CLFPs; this depends on the CLFP. Also, it doesn't matter which role or activity of a particular phase you select: the new CLFP will replace them all.

Additionally, some CLFPs can support particular functions. You can learn about them in the help pf each particular CLFP.

4.3.3.3 Editing Components

As explained in the previous section, you can edit a component by selecting the appropriate element in the graph panel. If the component is either a **role** or an **activity,** the next dialogue window will be opened:



The window has two panels. The left panel contains the **role name** and the **list of activities** that this role performs during the selected act. By clicking in any of these items you can choose the information showed in the right panel.

- **Editing role information**

If the element you selected in the graph was a role, or if you click on the role name in the left panel, the right panel will contain further information about the role, as shown in the figure.

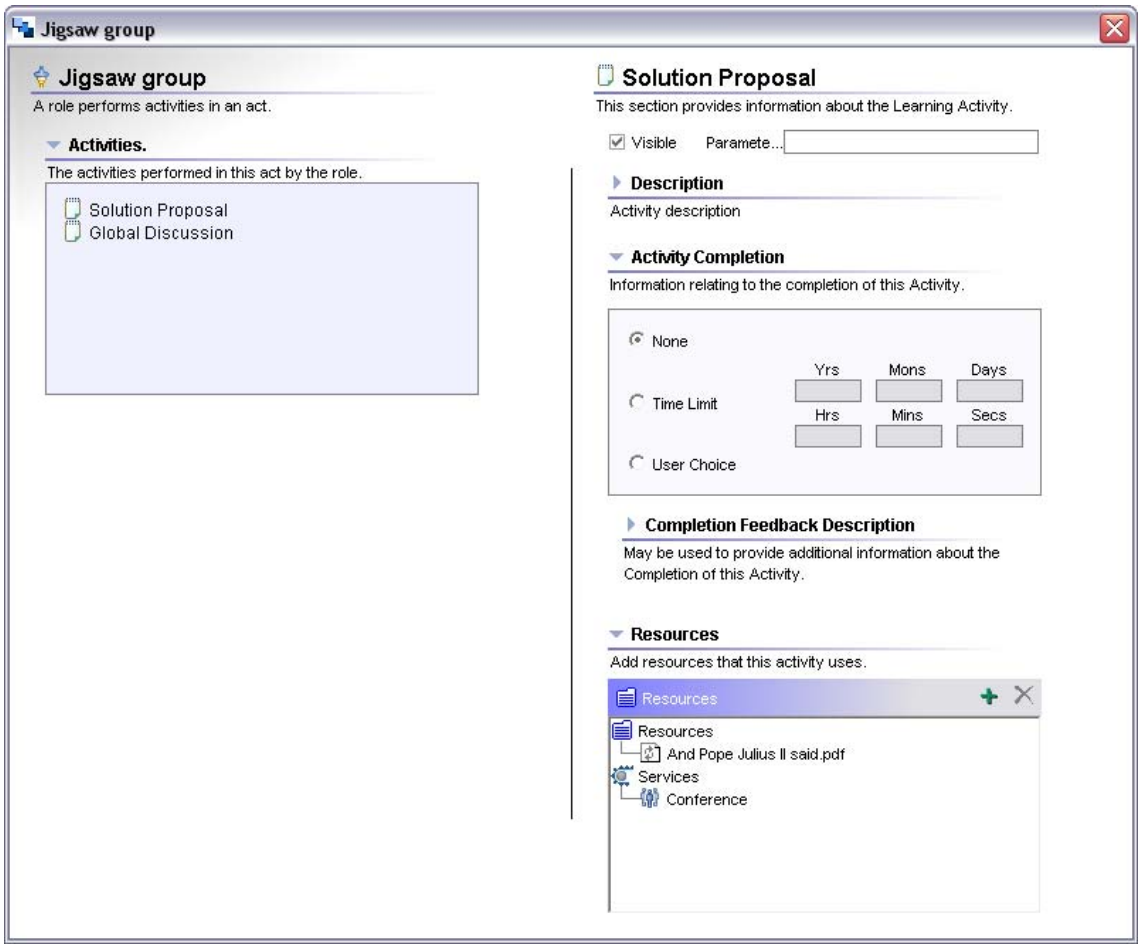
In the right panel you can change the **name** of the role, by double-clicking on it. You can also edit the **maximum** and **minimum persons** allowed to be assigned to the role. This will be taken into account when instantiating the Learning Design.

You can also type a **description** of the role.

- **Editing activity information**

If the element you selected in the graph was an activity, or if you click on any activity on the list of the left panel, the right panel will contain the information about the activity. There are two kinds of activities: **learning activities** (those performed by the learners) and **support activities** (performed by the staff, e. g. teacher or evaluator).

- The **learning activity** editor:

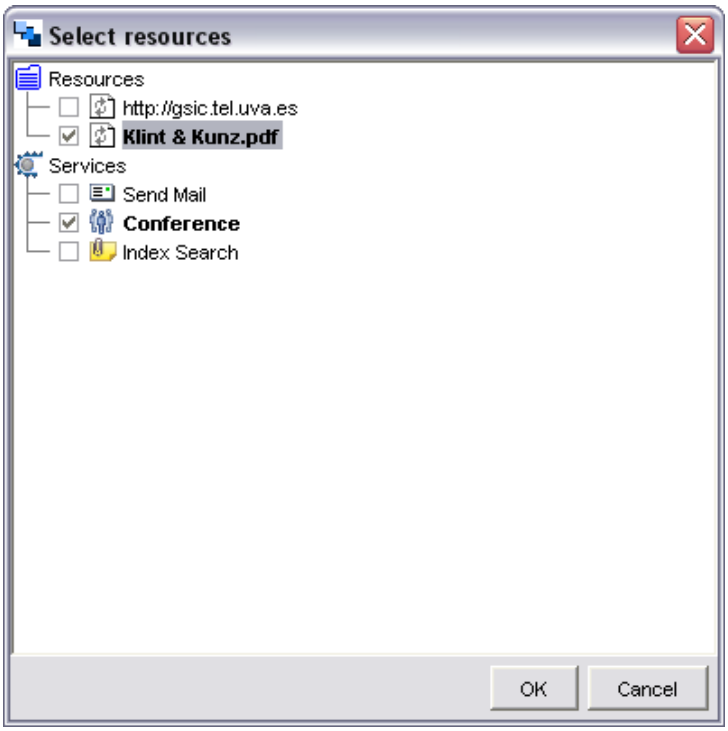


The **title** of the activity can be edited by double clicking on it. **Visible** specifies the initial visibility of the activity, and **Parameters** are the parameters to be passed during runtime. The **description** can be used to explain the students what they should do in the activity.

Activity Completion specifies when the activity ends. There are three choices:

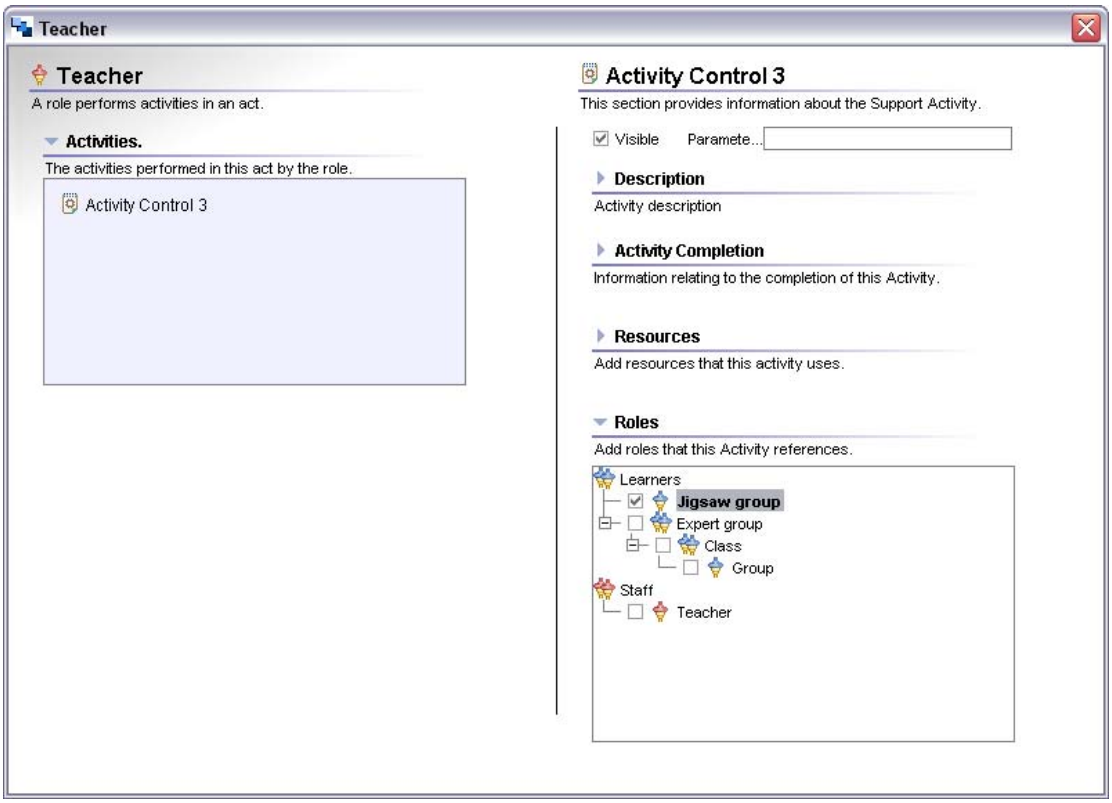
- **None:** no information about the completion of this activity.
- **Time limit**: the activity will be completed after a fixed time has passed, relative to the start of the run of the current unit of learning.
- **User choice**: the user decides when this activity has been completed.

In the **resources** box, the resources and services associated with this activity are shown. You can add new resources and services by clicking on the ✚ **Add** button. A window with available resources and services will appear:



You can selected or unselect the items that will be used in the activity.

- The **support activity** editor is very similar to the **learning activity** editor.



The only difference is the **Roles** box. In this box you can select the learner roles that this staff member (the *Teacher* in the figure) will be supporting.

5 Collage Worksheet

This worksheet is a kind of tutorial that intends to familiarise users with Collage by means of an example. The worksheet includes three sections. Section 5.1 presents the rationale of Collage, namely, what is the purpose of the tool. Section 5.2 is devoted to introduce the example that is used to illustrate the steps needed to be followed in order to create such an example using Collage. These steps are included in section 5.3.

5.1 Collage Rationale

Collage is an authoring tool or **editor of collaborative learning designs**. That is, it enables the creation of educational designs allowing the user to **plan**:

- The **learning objectives** and **prerequisites** of the educational design.
- A **collaborative learning flow** (a learning process or method) according to one or several available patterns (CLFPs or Collaborative Learning Flow Patterns) that promote a set of educational benefits.
- The description of the (learners' and teachers') **activities** and the determination of **resources** needed to support each of them (not the creation of resources).

Collage creates a **script** using this information. The scripts are IMS Learning Design (IMS-LD) specification compliant. Therefore, they can be interpreted by any IMS-LD player, so that the participants of the educational design (learners and teachers) are automatically guided through the sequence of activities planned in the learning flow. Participants are also provided with the required resources in each activity.

5.2 Overview of the example

The example is inspired by an experience that takes place within a course on "the use of ICT resources in education" of the Faculty of Education, University of Valladolid, Spain. This experience is one of the case studies included in the e-Learning European Project TELL[4]. One of TELL's outcomes is a series of evaluation studies that will happen in real educational environments using different **networked supported collaborative learning** systems (Synergeia, Blackboard Polaris, Learning Space, 3D active worlds, group based simulations, etc.) and strategies (synchronous, asynchronous, workplace collaborative learning, etc.).

The environment of the Valladolid case study is a **blended scenario**, where normal face-to-face activities are interleaved with technology-supported present or distance activities. The case study and, therefore, this example use **Synergeia**[5] system. Synergeia combines an asynchronous component named BSCL (Basic Support for Cooperative Learning) and a synchronous component named MapTool. It provides a shared, structured, web-based work space in which collaborative learning can take place, documents and ideas can be shared, discussions can be stored and knowledge artifacts can be developed and presented. Teachers can structure, seed and guide work in Synergeia to facilitate knowledge building in their classrooms.

[4] TELL (Towards Effective network supported coLLaborative learning activities) e-Learning European Project Website, http://cosy.ted.unipi.gr/tell/
[5] Synergeia Website, http://bscl.gmd.de/

The real scenario consists of **40 students (maximum)**. It is necessary to have in mind that this is not a fixed number, since some of the students might not attend the classes for several circumstances.

The example is an extract of the case study, in which students rehearse **3 topics** in order to produce a deeper understanding of them. These topics are:

1. Fundamental Concepts: Educational Technology, Information and Communication Technologies (ICT) in Education
2. ICT Impact on the Current Society
3. Integrating ICT Resources in the Curriculum

Since the case study is also interested in evaluating collaborative training models, it uses a **method** that, among others, promotes the following objectives:

- To promote the feeling that team members need each other to succeed (positive interdependence)
- To foster discussion in order to construct students' knowledge
- To ensure that students must contribute their fare share (individual accountability)

The method is a combination of two commonly used collaborative learning techniques (the so-called CLFPs or Collaborative Learning Flow Patterns) named Jigsaw and Pyramid (or Snowball).

The *essence* of **Jigsaw** technique (solution of the Jigsaw CLFP) is the following:

Each participant (individual or initial group) in a group ("Jigsaw Group") studies or work around a particular sub-problem. The participants of different groups that study the same problem meet in an "Expert Group" for exchanging ideas. These temporary focus groups become experts in the section of the problem given to them. At last, participants of each "Jigsaw group" meet to contribute with its "expertise" in order to solve the whole problem.

The *essence* of **Pyramid** technique (solution of the Pyramid CLFP) is the following:

Each individual participant studies the problem and proposes a solution. Groups of participants compare and discuss their proposals and, finally, propose a new shared solution. Those groups join in larger groups in order to generate new agreed proposal. At the end, all the participants must propose a final and agreed solution.

Specifically, the **method** used is the following (**activities** and **resources** needed to support them are included):

- FIRST PHASE JIGSAW
  - Pairs of students work on **one** particular topic of the subject "Use of ICT Resources in Education". There must be the same number (approximately) of pairs working on each of the three topics. The resources needed to do the activity are available in SYNERGEIA[6]. Each pair should create a **conceptual map** regarding their topic. They should use the following template and the conceptual map tool of SYNERGEIA, and upload the document to SYNERGEIA.

    Subreport1_template

    The conceptual map must include the relevant concepts of your topic (from 10 to 20 concepts) and the relations among them.

[6] http://hera.fed.uva.es/bscl/bscl.cgi/, USER: collage, PASSWORD: collage

- SECOND PHASE JIGSAW
  (The second phase of the Jigsaw is in reality structured according to Pyramid technique)

  - FIRST LEVEL PYRAMID

  - Half of the pairs that have worked on the same topic join and compare their conceptual maps. (Note that the conceptual maps are all available in SYNERGEIA) They can use a chat. Students should create a **draft document** according to the following template, and upload the document to SYNERGEIA.
    Subreport2_template

    1. Introduction
    2. Key words
    3. Description of the paper that has been read
    (Use the conceptual maps to structure the description)
    4. Conclusions

  - SECOND LEVEL PYRAMID

  - All pairs with the same topic join and compare and discuss the draft documents generated in the previous phase (they can use a chat).
  - They should create an agreed final report according to the same previous template (Subreport2_template), and upload the document to SYNERGEIA.

- THIRD PHASE JIGSAW

  - Three pairs with different topics join and discuss using the reports created previously, which are in SYNERGEIA (they can use a chat).
  - Create a global final report according to what you have discussed.
    Final_report_template

    1. Introduction
    2. Key words
    3. Description of the main ideas
    (Relate and integrate the relevant ideas of the three topics)
    4. Conclusions

5.3 Designing the example with Collage

In this section we will guide you through the creation of the previously exposed example as a Learning Design (i. e. a learning design IMS-LD compliant). The steps described in this section are just a suggestion: You can edit the different aspects of a Learning Design in any other order.

5.3.1 Creating a new Learning Design

1. First, create a new Learning Design. Click on **File | new > Collage UoL**. Then select the folder you want the Learning Design to be in.

5.3.2 Selecting a CLFP

2. Now you must select the CLFP (Collaborative Learning Flow Pattern) that will serve as the main structure of the design. In the CLFP Selector window choose the Jigsaw CLFP.

5.3.3 Determining title, objectives and prerequisites

3. After we have created the Learning Design, you can specify the general information. In order to do this, select the **General Tab** in the editor.

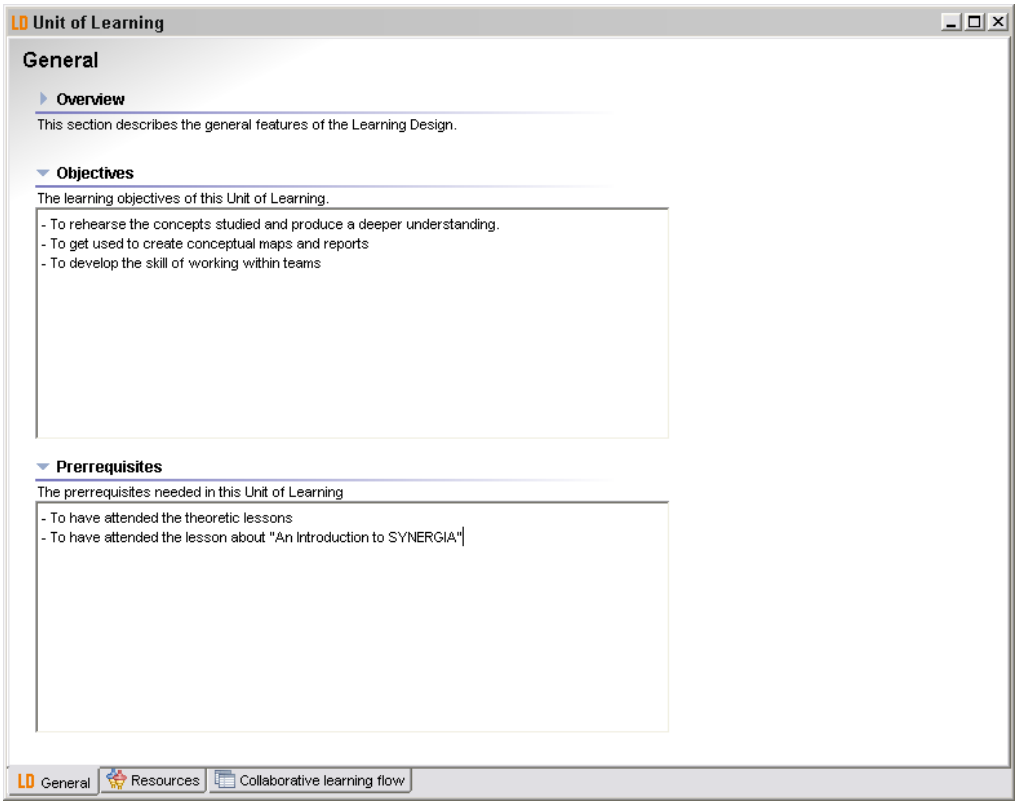
4. Now set the **title**. It should be a relevant name for the Learning Design: Rehearsing ICT in Education

5. Set the **URI**: It must be an unique identifier: rehearsing_ICT_in_Education

6. Type the Learning **objectives** that the Learning Design aim to achieve:
   - To rehearse the concepts studied and produce a deeper understanding.
   - To get used to create conceptual maps and reports
   - To develop the skill of working within teams

7. And the **prerequisites** that students must fulfill to enter this Learning Design:
   - To have attended the theoretic lessons
   - To have attended the lesson about "An Introduction to SYNERGIA"

8. The general information is now complete:

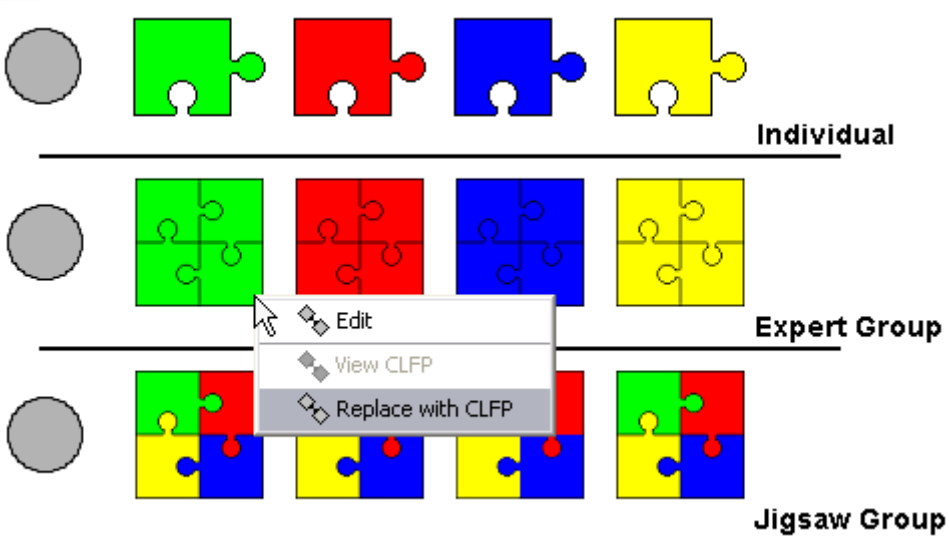

LD Unit of Learning
General
Overview
This section describes the general features of the Learning Design.
Objectives
The learning objectives of this Unit of Learning.
- To rehearse the concepts studied and produce a deeper understanding.
- To get used to create conceptual maps and reports
- To develop the skill of working within teams
Prerrequisites
The prerrequisites needed in this Unit of Learning
- To have attended the theoretic lessons
- To have attended the lesson about "An Introduction to SYNERGIA"
LD General
Resources
Collaborative learning flow

5.3.4 Specifying the collaborative learning flow

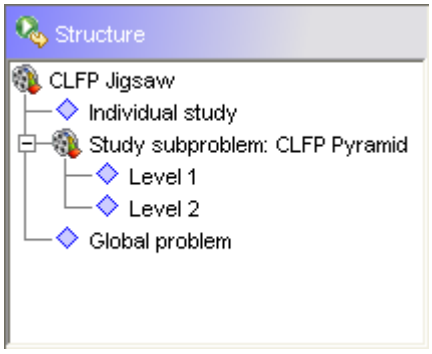
We have selected the Jigsaw CLFP as the base of our Learning Design. However, as described in the section 5.2, we want to structure the second phase (the *Expert Groups* phase) according to a **Pyramid CLFP**.

9. Go to the **Collaborative learning flow**. There we should see the three phases of a Jigsaw.

10. Right-click on a puzzle piece of the second phase and choosing **Replace with CLFP**:



11. In the **Selector window,** choose the **Pyramid CLFP**, and select two levels. After that, the structure of the Learning Design will have changed:



5.3.5 Defining the description of roles and activities

In the previous steps we have created all the activities and roles we need in our Learning Design. Now we need to configure them, so that the needed contents will be available during a run.

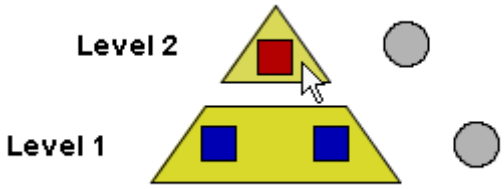
Every activity and role can be configured. Please, note also that the titles of roles and activities can be personalized (by clicking on them in the right part of the editing activity window). This

section will show an example of how to configure an activity and a role. The rest can be edited in the same way.

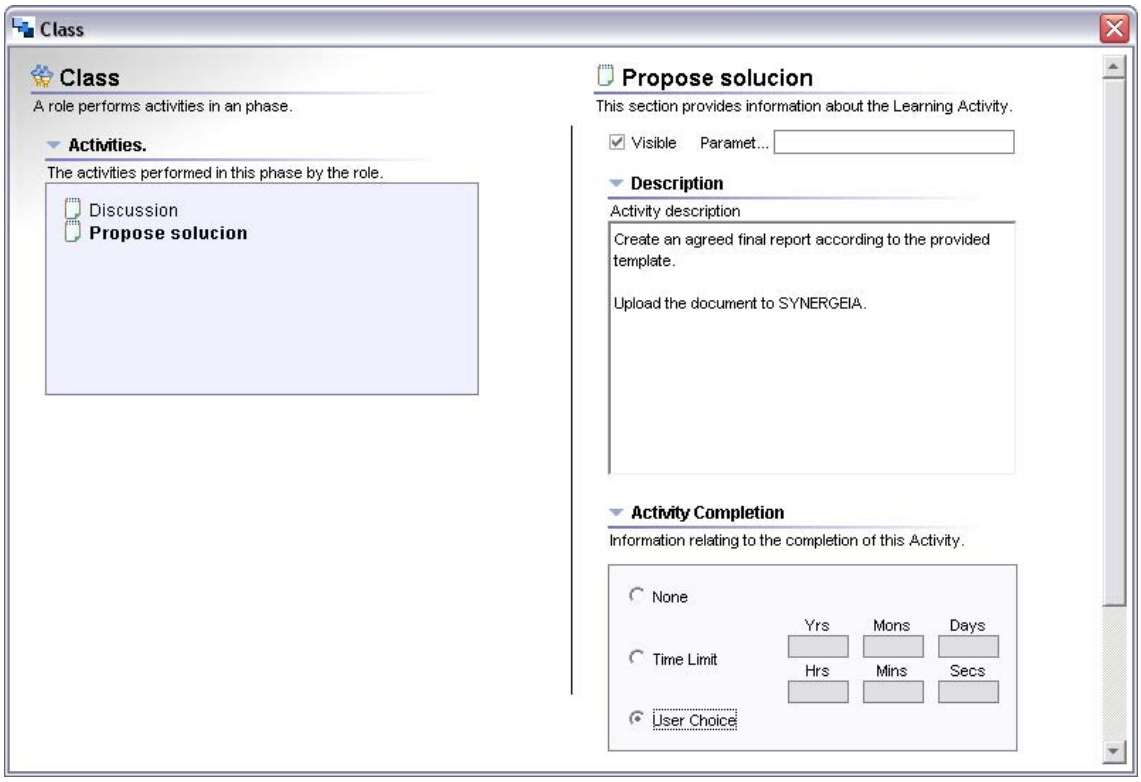
12. We will configure an activity of the second level of the pyramid, in the *Expert Groups* phase.

13. First activate the **Pyramid CLFP**, either in the Structure tree or in the graph.

14. Click on the figure that represents this phase:



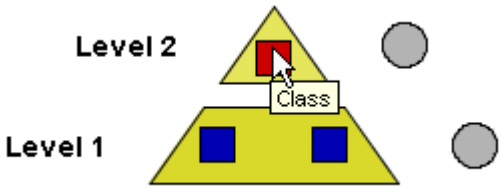
15. The learners perform two activities in this phase. Select the *Propose solution* activity in the left panel:



16. On the left panel, edit the characteristics of the activity. Type the **description** and set the **Activity Completion** to *User* Choice, so that the students can determine when the activity is completed. Later we will set the **resources**.

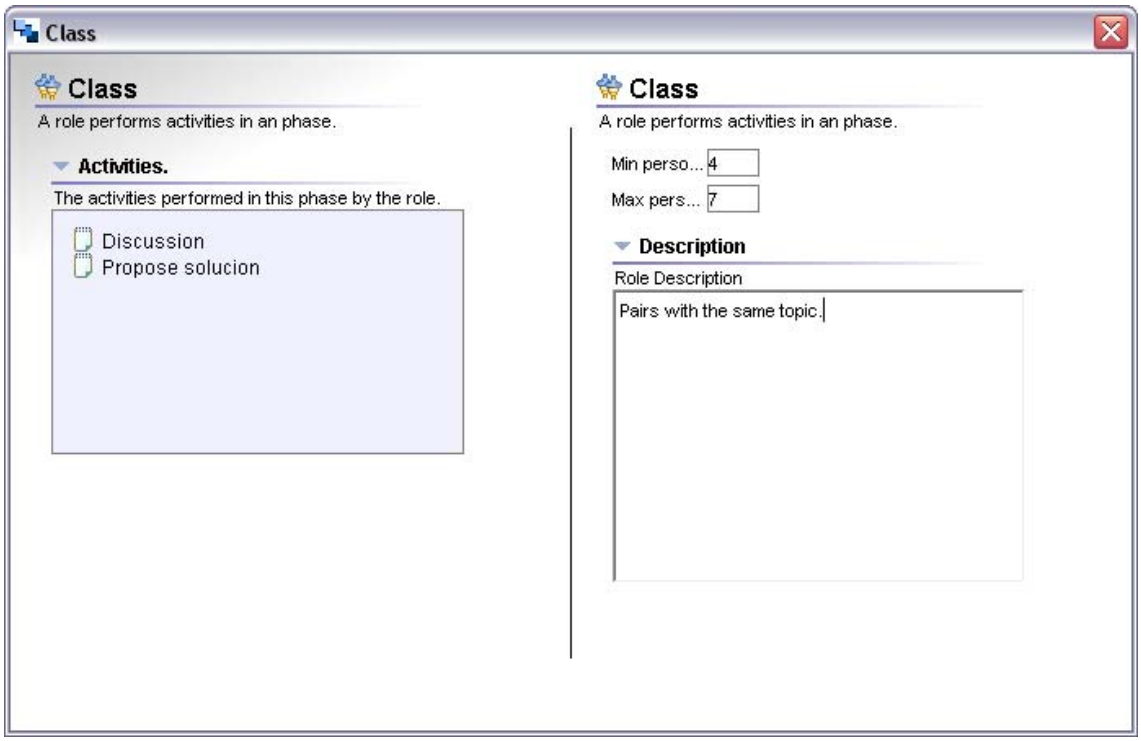
The next think to do is to configure the role. The Pyramid CLFP gives the name Class to this role, but this is not suitable in our Learning Design; we will change it to Group.

17. Open the role editor: either click on the role name (*Class* on top of the left panel in the figure), or click in the red square on the graph:



18. Change the role name by clicking twice on it. Set the new name to *Group*.

19. Type the description of this role.

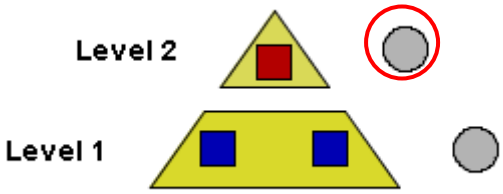


We have type the **description** of the role. We have edited the maximum and minimum number of persons allowed to be bound to the role. In reality, in this example a **pair represents a person:** a pair will be using an only computer.

- **Min persons**: 4, because we need at least four pairs per group to do the pyramid.
- **Max persons**: 7, because there are three different topics and 20 pairs (maximum). Thus, after assigning a topic to each pairs there shouldn't be more that seven people with the same topic.

20. Set the **max persons** (7) and the **min persons** (3).

Editing the activities and information for the *Teacher* role is done just the same. To select that role click on a circle:



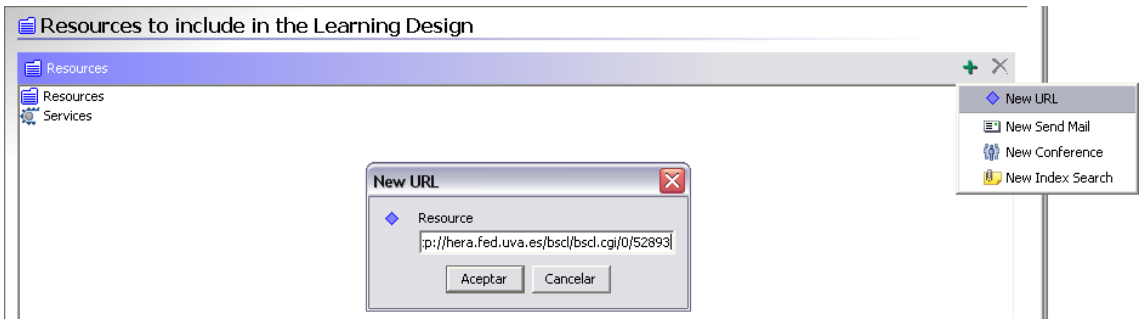
5.3.6 Determining the resources needed to support the activities

21. Go to the **Resources** Tab.

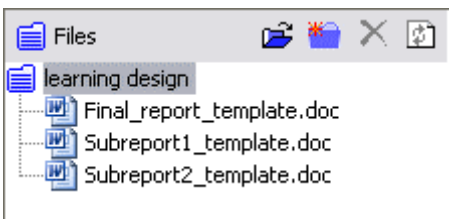
Now we must create the resources (content and tools or services) that will be used during the activities. As we described before, we need these resources:

- An URL to SYNERGEIA: http://hera.fed.uva.es/bscl/bscl.cgi/
- The documents that contain the report templates. There are files that must be created (according to the scenario described in section 5.2) and imported before they can be used. The files are:
    i. Final_report_template.doc
    ii. Subreport1_template.doc
    iii. Subreport2_template.doc

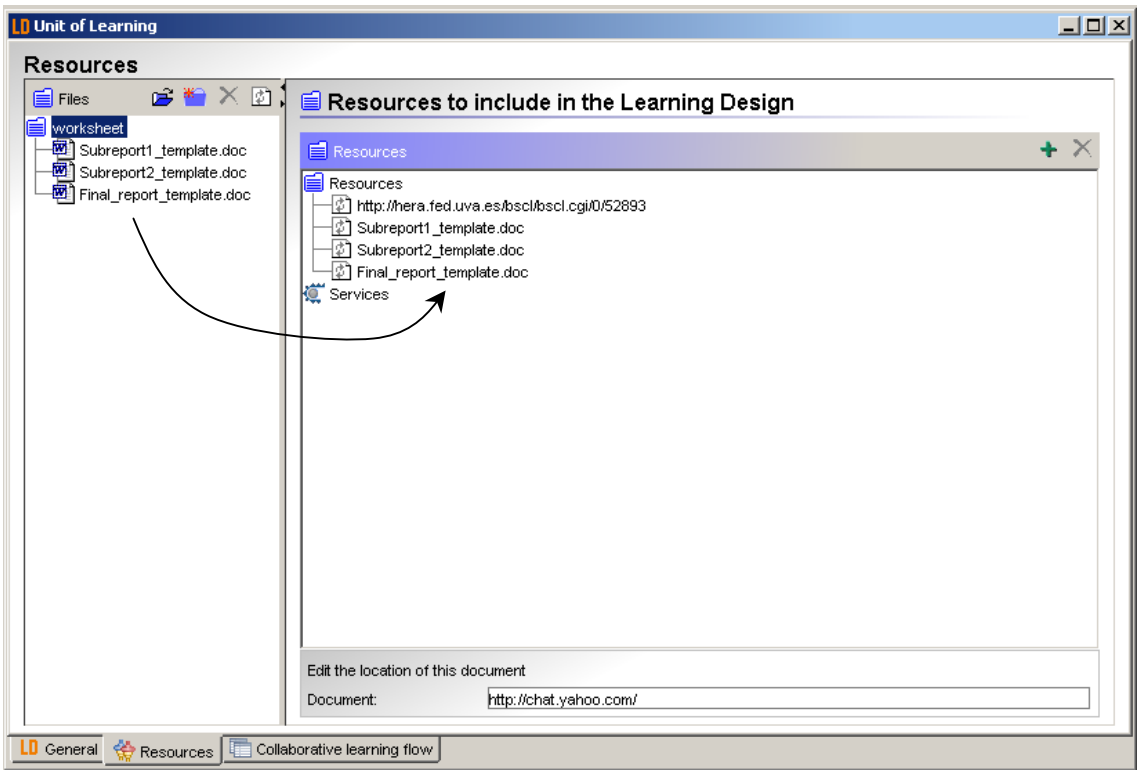
22. Click on the **Add** button and choose **New URL**. Enter the URL in the text field and press *OK*:



23. To import the files, click on the **Import resources…** button and select the document. Once the three are imported, you can see them in the **file browser**, on the right side on the window:



24. To create the resources associated with these files, we simply press the mouse button on each one and drag and drop it to the right panel.



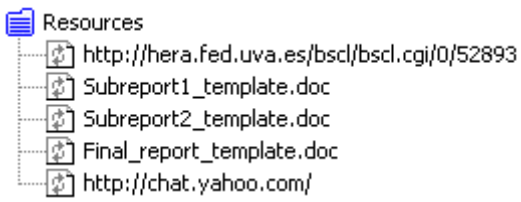
The three activities need a chat, so that the participants can communicate. We will model a chat with a **conference service**. Also, since the roles that perform the activities are not the same, we need a chat for each activity:

Activity	Role	Chat
Pyramid Level 1	Student	chat_pyramid_level1
Pyramid Level 2	Group	chat_pyramid_level2
Jigsaw Phase 3	Jigsaw group	chat_jigsaw

Therefore we will create three conference services. Conference services need a resource, wich is used to locate the actual tool. We will use a web based IRC, so we add a new resource with the address: http://chat.yahoo.com.

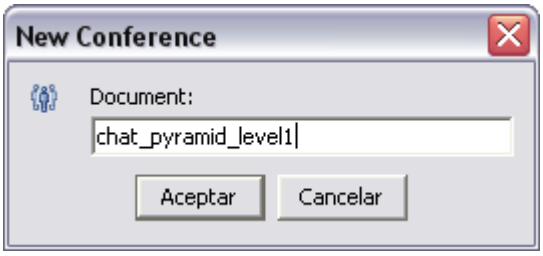
25. Click on the **Add** button and choose **New URL**. Enter http://chat.yahoo.com in the text field and press *OK*:

The resources will look like this:

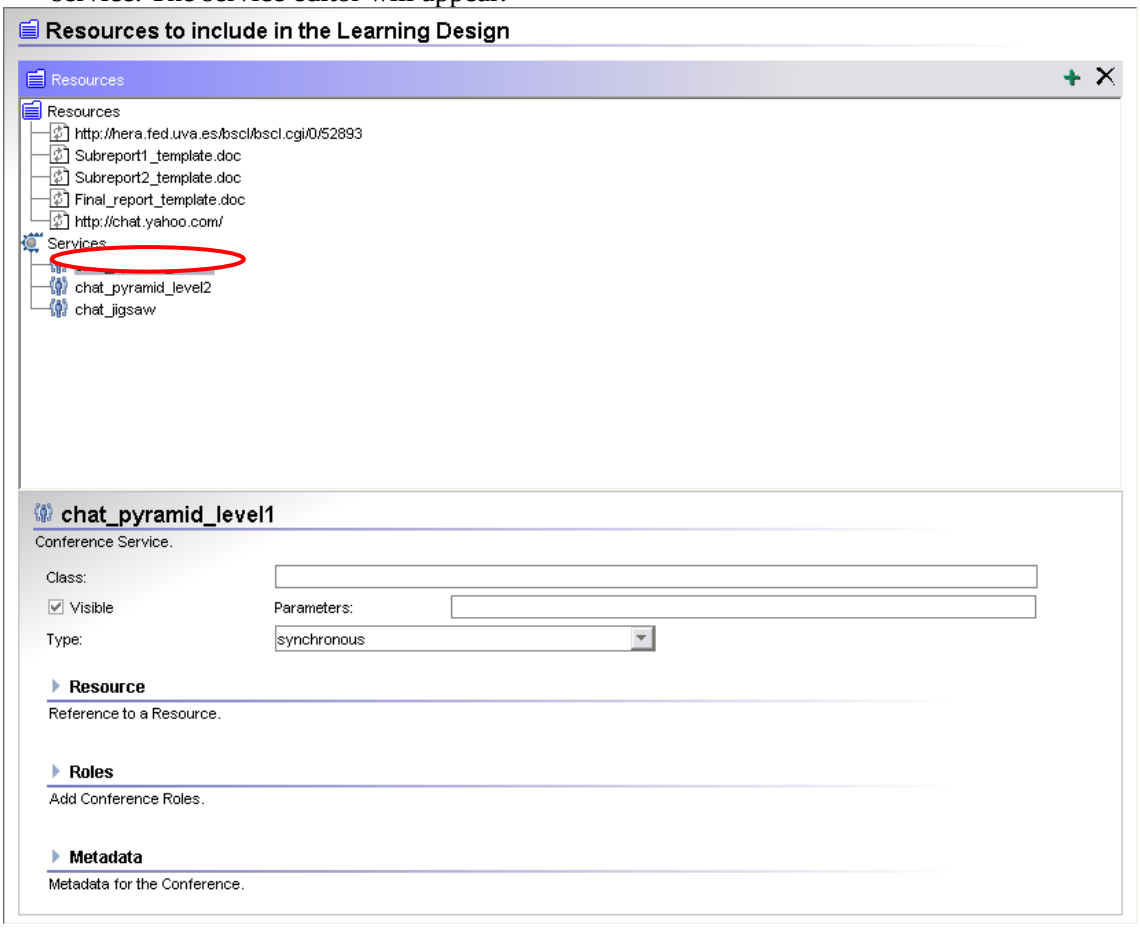


Now let's create the services:

26. Click on the **Add** button and choose **New conference**, and set the title:

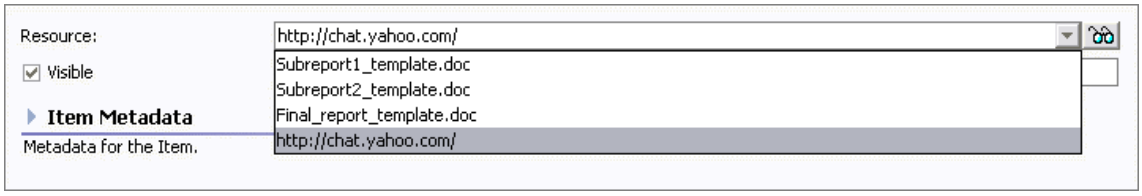


27. Now you need to configurate the new service. On the **services list** choose the new service. The service editor will appear.

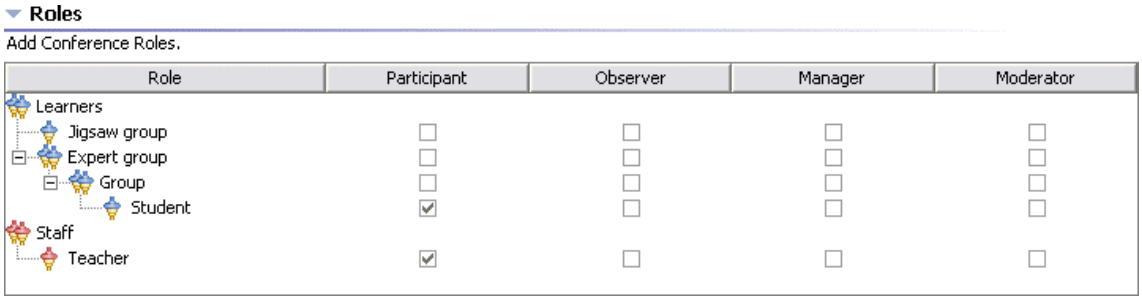


28. Chats are synchronous services, so we need to make sure that the **type** is set to *synchronous*.

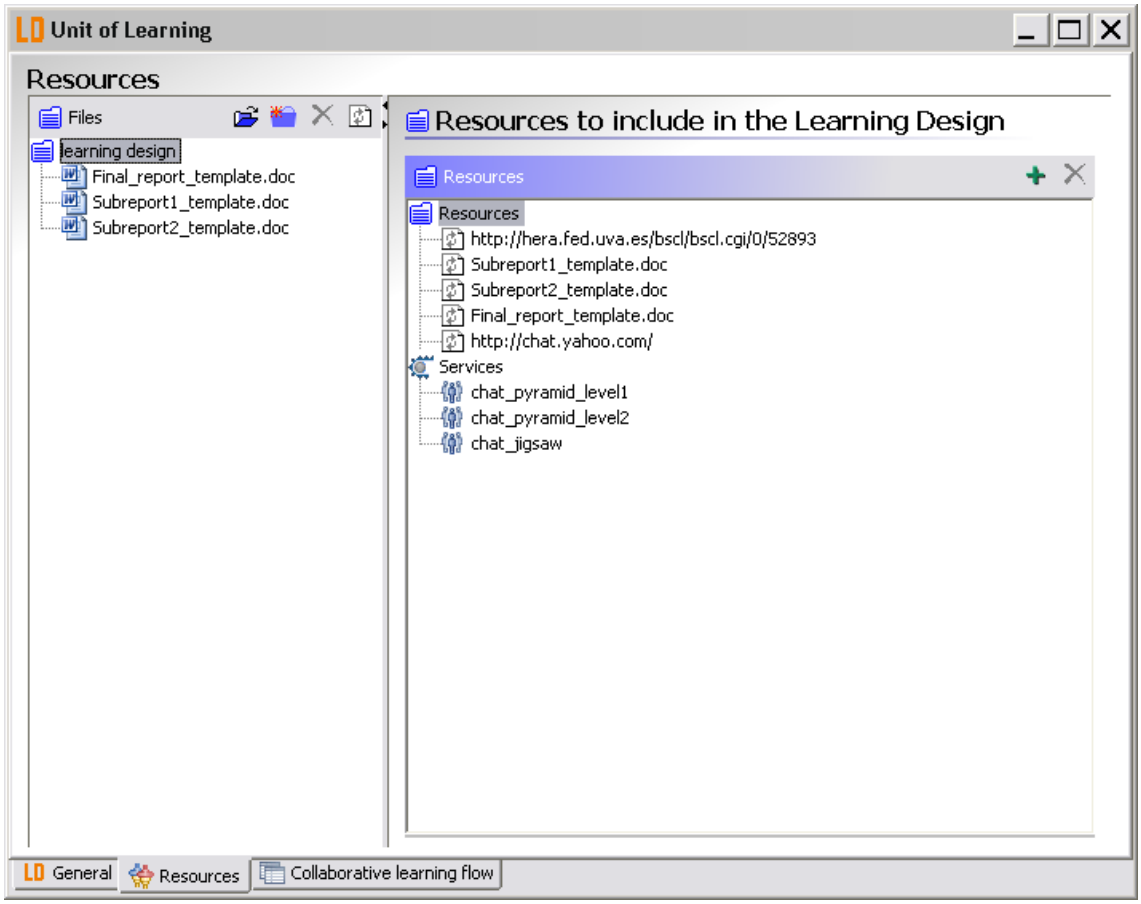
29. Also, we will need the **resource**. We have already created it, so we just need to select it from the list:



1. The last thing about the conference we need that change, is the **roles box**. In this box, we can select the roles that will participate in the chat. The adecuate role is *Student*, as seen in the table. Also select the *Teacher* so that he/she can watch the chat.



30. The other two services can be edited in the same way. Then, we have finished creating the resources and services:



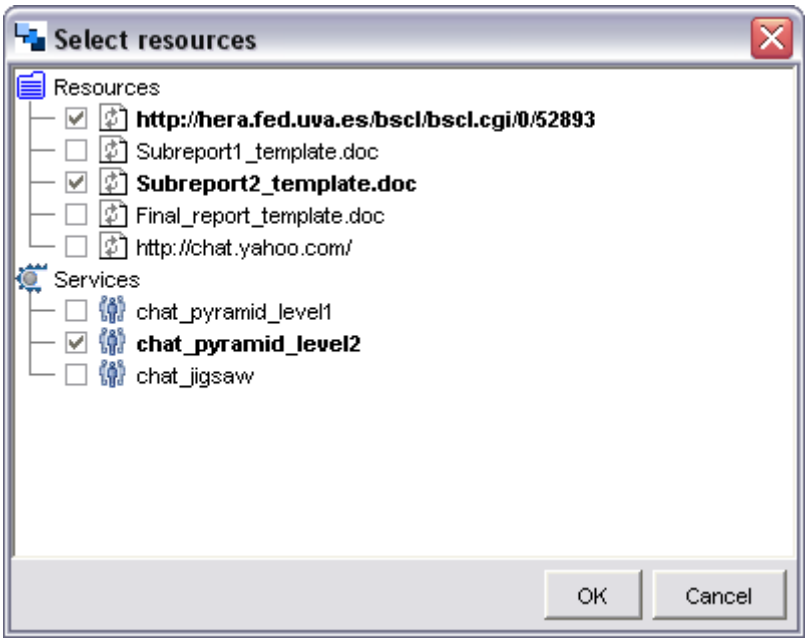
5.3.7 Associating resources to activities

Now we need to actually associate these resources to the activities. The table shows the resources and services we need in each phase:

Phase	Role	Activity	Resources
Individual (Jigsaw)	Jigsaw Group	Individual Study	http://hera.fed.uva.es/bscl/bscl.cgi/0/52893 Subreport1_template.doc
	Teacher	Activity control 1	http://hera.fed.uva.es/bscl/bscl.cgi/0/52893
Level 1 (Pyramid)	Student	Individual Study	http://hera.fed.uva.es/bscl/bscl.cgi/0/52893 Subreport1_template.doc chat_pyramid_level1
	Teacher	Control Activity 1	http://hera.fed.uva.es/bscl/bscl.cgi/0/52893 chat_pyramid_level1
Level 2 (Pyramid)	Group	Discussion	http://hera.fed.uva.es/bscl/bscl.cgi/0/52893 chat_pyramid_level2
		Propose solution	http://hera.fed.uva.es/bscl/bscl.cgi/0/52893 Subreport2_template.doc chat_pyramid_level2
	Teacher	Activity control	http://hera.fed.uva.es/bscl/bscl.cgi/0/52893 chat_pyramid_level2
Jigsaw Group (Jigsaw)	Jigsaw Group	Discussion	http://hera.fed.uva.es/bscl/bscl.cgi/0/52893 chat_jigsaw
		Solution Proposal	http://hera.fed.uva.es/bscl/bscl.cgi/0/52893 Final_report_template.doc chat_jigsaw
	Teacher	Activity Control 3	http://hera.fed.uva.es/bscl/bscl.cgi/0/52893 chat_jigsaw

Let´s set the resources of the *Propose solution* activity, the same we already configured before.

31. Go back to the **Collaborative learning flow** tab, and select the Pyramid CLFP.
32. Click on the *Level 2*, and select the activity *Propose solution*.
33. In the **resources box**, click the **Add** button.
34. Select the corresponding resources, as shown in the table, and click ok:
    - http://hera.fed.uva.es/bscl/bscl.cgi/0/52893
    - Subreport2_template.doc
    - chat_pyramid_level2



You could proceed in the same way with each activity.

5.3.8 Packaging the Learning Design

Once we have finished editing the Learning Design, we can zip in in a **Content Package**.

35. Save the Learning Design: Choose the menu item **File | Save**.
36. Select the menu item **File | Zip Content Package...**
37. Choose a name for the zip file.

If you have got here, then you have created your first Learning Design with Collage. Congratulations☺!!

6 Feedback Questionnaire

PART 1: PERSONAL PROFILE AND EXPERIENCE

- **What type of user are you?**
  - ☐ Teacher
  - ☐ Instructional designer
  - ☐ Technologist
  - ☐ Other, please specify which _____

- **What is your experience in Collaborative Learning (CL)?**
  - ☐ I often practice CL (or I have often practiced CL)
  - ☐ I rarely practice CL (or I have rarely practiced CL)
  - ☐ I have never practiced CL, but I am interested in CL
  - ☐ I have never practiced CL and I am not interested at all in CL

- **How do you classify your IMS-LD knowledge?**
  - ☐ I am an IMS-LD expert
  - ☐ I have some based IMS-LD knowledge
  - ☐ I have heard about IMS-LD
  - ☐ It is the first time I hear about IMS-LD

- **Have you already used other IMS-LD tools?**
  - ☐ No
  - ☐ Yes, but only one or two
  - ☐ Yes, many of them

  If you answer yes, please list which tools:

  If you have used any other LD authoring tool, please compare them with Collage (level of difficulty when using, constrained design options, etc.):

- **Have you already used other authoring tools to design courses, lessons, etc.?**
  - ☐ Yes, but only one or two
  - ☐ Yes, many of them

  If yes, please list which tools:

- **Were you familiar with the CL techniques formulated in the Jigsaw, Pyramid, Simulation, TPS, TAPPS, Brainstorming CLFPs (Collaborative Learning Flow Patterns) before using Collage?**
  - ☐ No
  - ☐ Yes, with some of them
  - ☐ Yes, with all of them

PART 2: USE OF COLLAGE

- **How do you find the CLFPs provided by Collage?**
  - ☐ Significant, they are relevant examples of well-known CL techniques
  - ☐ Adequate, there are other techniques more relevant but they are OK
  - ☐ Not adequate, I did not know these techniques but I know other CL techniques more relevant.
  - ☐ I did not know any CL techniques before but I feel these are adequate
  - ☐ I did not know any CL techniques before but I do not feel these are adequate.

Comments:

- **How do you find the way in which the CLFPs are represented in Collage?**
  ☐ Adequate, my previous ideas about these CL techniques were quite similar to the way they are presented in Collage
  ☐ Acceptable, some of my previous ideas about these CL techniques were quite similar to the way they are presented in Collage but others were different.
  ☐ Not adequate, my previous ideas about these CL techniques were completely different from the way they are presented in Collage
  ☐ I did not know the techniques formulated in the CLFPs before
  Comments:

- **Did you find any problem when selecting a CLFP?** ☐ Yes ☐ No
  Comments:

- **Did you find any problem when editing the *general tab* (title, objectives, prerequisites…) while authoring the Learning Design?** ☐ Yes ☐ No
  Comments:

- **Did you find any problem when editing the *resources tab* while authoring the Learning Design?** ☐ Yes ☐ No
  Comments:

- **Did you find any problem when editing the *collaborative learning flow tab* while authoring the Learning Design <u>regarding the graph</u>?** ☐ Yes ☐ No
  Comments:

  Did you find adequate the <u>Role and Activity editor windows</u>? ☐ Yes ☐ No
  Comments:

  How did you find the learning flow edition capabilities?
  ☐ Adequate, good particularization and customization according to my necessities
  ☐ Acceptable, moderate particularization and customization according to my necessities
  ☐ Quite limited
  ☐ Inadequate
  Comments:

- **Did you find any other problem when using Collage?** ☐ Yes ☐ No
  Comments:

- **How did you find the user-friendliness of Collage?**
  ☐ Adequate

☐ Acceptable
☐ Not adequate
Comments:

- **Did you find useful Collage?** ☐ Yes ☐ No
  Please, describe why:

  What are your suggestions on improving the usefulness of Collage?

  What functionalities do you miss in Collage?

PART 3: EXAMPLE CREATION

- **Have you used the worksheet included in this manual to create the proposed LD example?**
  ☐ Yes ☐ No
  If you answer yes, how do you rate your experience in authoring the example?
  ☐ Successful
  ☐ Acceptable, I have had some problems but finally I created the example
  ☐ Unsuccessful, it has been not possible for me to create the example
  Comments:

- **Have you created other examples using Collage (not the example included in the worksheet)?**
  ☐ Yes ☐ No
  If you answer yes, how do you rate your experience in authoring the example?
  ☐ Successful
  ☐ Acceptable, I have had some problems but finally I created the example
  ☐ Unsuccessful, it has been not possible for me to create the example
  Comments:

  In which scenario were you thinking when creating the example?
  (Select one answer of each group of three)
  ☐ A distance scenario
  ☐ A face to face scenario
  ☐ A blended scenario (a mixture of the above scenarios)

  ☐ A synchronous scenario
  ☐ An asynchronous scenario
  ☐ A mixed scenario (there were synchronous and asynchronous activities)

  ☐ A completely computer-supported scenario
  ☐ A scenario without computers at all

☐ A mixed scenario (there were computer-supported and not computer-supported activities)

☐ A flexible scenario
☐ An adequate structured scenario
☐ A highly structured scenario
Please, describe why:

PART 4: SUGGESTIONS

- **Positive comments about Collage (selection of CLFPs, general tab, resources tab, collaborative learning tab):**

- **Negative comments about Collage (selection of CLFPs, general tab, resources tab, collaborative learning tab):**

- **What are your suggestions to improve Collage?**

- **Any other comments:**

- **Please, summarize your general opinion about Collage**

Thank you very much for your feedback!